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ABSTRACT

This resource guide for teaching the African-American experience in South Carolina's public schools is designed to serve as a supplement to the "South Carolina Social Studies Curriculum Standards." Focusing on the history and culture of Africa and African-Americans within the specific context of the state's curriculum standards and enunciating specific performance-based content standards for the educators, the document is an important tool for educators in their effort to infuse African-American studies into the curriculum. This resource guide is divided into seven sections: (1) "Introduction"; (2) "The African-American History Program in South Carolina's Public Schools"; (3) "Key Resource Books: Tables of Contents"; (4) "Key Resource Books and Performance-Based Standards" (Kindergarten: Introduction to Social Studies; Grade 1: Introduction to Social Studies; Grade 2: Introduction to Social Studies; Grade 3: Introduction to Social Studies/South Carolina Studies; Grade 4: U.S. Studies 1877 to Present; Grade 5: United States Studies 1877 to Present; Grade 6: Early Cultures through 1500s; Grade 7: Contemporary World Regions; Grade 8: U.S. and South Carolina Studies; Grades 9-10: Global Studies--World Geography/World History; Grades 11-12: U.S. and South Carolina Studies Government/Economics); (5) "Additional Resource Books"; (6) "Resources on the Internet"; and (7) "Instructional Television Resources." (BT)

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Teaching the African-American Experience in the Palmetto State

Educator Resource Guide

Issued by the
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Inez M. Tenenbaum
State Superintendent of Education

2003

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Introduction

This resource guide for teaching the African-American experience in South Carolina's public schools is designed to serve as a supplement to the *South Carolina Social Studies Curriculum Standards*. Focusing on the history and culture of Africa and African-Americans within the specific context of the state's curriculum standards and enunciating specific performance-based content standards for the educators themselves, the document is an important tool for educators in their effort to infuse the African-American studies into the curriculum.

The primary section of this document, "Key Resource Books and Performance-Based Standards," presents in detail the content knowledge and the skills that are necessary for educators to infuse African-American history into the history strand ("Strand I. Time, Continuity, and Change: History") of the South Carolina social studies curriculum standards. Centering in key resource books and content standards for students and for teachers in the individual grade levels, this section consists of tables that are organized into three columns:

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standards	What Educators Should Know How to Do	Resource References
8.2.3 compare and contrast early European settlements in South Carolina and the American colonies, including political, economic, and social institutions	E8.2.3 compare and contrast the various African-American lifestyles in South Carolina and the American colonies	Botsch, chaps. 1–5 Franklin and Moss, chaps. 3–4

The left column, "South Carolina Social Studies Curriculum Standards," contains the specific history content standards for each grade level as they appear in the *South Carolina Social Studies Curriculum Standards*.

The middle column, "What Educators Should Know How to Do," contains performance-based content descriptions of what teachers are expected to know and be able to teach. These statements are numbered according to the specific social studies standards with which they correlate. In the above example, the content standard is numbered E8.2.3, which means "educator," grade eight, the third specific standard under the second general standard.

The third column, "Resource References," provides specific references to the key resource books, indicating where in these books the information on the particular content statements is to be found.

Because it not only presents the South Carolina history standards in the immediate context of performance-based standards for educators but also provides a wealth of information on resource materials, *Teaching the African-American Experience in the Palmetto State: Educator Resource Guide* should play a unique and valuable role in public education in South Carolina, directly

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impacting the preparation of lesson plans and instructional materials as well as instructional approaches and methodology.

The larger goals of the document are that people of all races and nations be represented equitably in history, that the roles and contributions of people from diverse backgrounds be appreciated by our society, and that the perspectives of such people be examined in our classrooms. The document's more immediate goal is to ensure that the contributions of African-Americans and the African-American perspective are not lost to the children of South Carolina.

The African-American History Program in South Carolina's Public Schools

EDUCATION IMPROVEMENT ACT OF 1984

The Education Improvement Act of 1984 stipulated that the following statement be added to Title 59 of the Code of Laws of South Carolina:

> By the 1989-1990 school year, each public school of the State must instruct students in the history of the black people [African-Americans] as a regular part of its history and social studies courses. The State Board of Education shall establish regulations for the adoption of history and social studies textbooks which incorporate black [African-American] history and shall, through the State Department of Education, assist the school districts in developing and locating suitable printed materials and other aids for instruction in black [African-American] history. (S.C. Code Ann. § 59-29-55)

PROGRAM GOAL

To ensure that the history of Africa and African-Americans, their culture and experiences, is integrated into the existing K–12 social studies curriculum.

CONTENT AREAS

I. South Carolina History

Grade level: Grades 3 and 8

Content knowledge goal: To provide instruction on the cultural, political, and economic contributions of African-Americans in the context of South Carolina history.

Educators should know

- the impact of African culture in South Carolina,
- the impact of the Civil War and the Reconstruction era on African-Americans,
- the socioeconomic and cultural lifestyles of the African-American community in South Carolina,
- the contributions of African-Americans throughout South Carolina's history,
- the impact of the African-American community on South Carolina's economy, and
- the African-Americans' struggle for equity in South Carolina's political arena.

II. African History

Grade level: Grades 6 and 7; secondary global studies

Content knowledge goal: To provide instruction of Africa in the context of world history and civilization and geography.

Educators should know

- the facts that dispel the popular myths about Africans;
- the socioeconomic, political, and geographic characteristics of the countries of Africa; and
- the African culture and thus understand its influences on South Carolina, the United States, and the world.

III. United States History

Grade level: Grades K–2, 4–5, and 8; secondary government, economics, and United States history

Content knowledge goal: To provide instruction of cultural, political, and economic contributions of African-Americans in the context of United States history, government, and economics.

Educators should know

- the role of African-Americans in science and technology,
- the history of African-Americans' economic progress,
- the literary and cultural history of African-Americans,
- the impact of the Civil Rights Movement,
- the contributions of African-American women in the history of America, and
- the African-Americans' struggle for equity in the United States political arena.

We should emphasize not Negro History, but the Negro in history. What we need is not a history of selected races or nations, but the history of the world void of national bias, race hate, and religious prejudice.

—Carter G. Woodson
Founder of Negro History Week, 1926
(now known as Black History Month)

Key Resource Books: Tables of Contents

The books whose tables of contents are given here are referenced in specifics in the third column of the charts for the individual grade-level standards in the section that follows this one.

► **Asante, Molefi K. 2001. *African-American History: A Journey of Liberation.* 2d ed. Saddle Brook, NJ: Peoples Publishing Group.**

UNIT 1. A Rich Legacy (4.2 Million B.C.E.–1594 C.E.)

Chapters

1. Powerful Ancestral Bonds
2. The Africans
3. The Nile Valley Civilizations
4. The Civilizations of the Niger River

UNIT 2. Scattered to the West: The European Slave Trade (700 C.E.–1808)

Chapters

5. A Dangerous Pattern of Exploitation
6. The Economics of the Slave Trade
7. The Dreaded Middle Passage

UNIT 3. Lost in America (1607–1861)

Chapters

8. Dislocated and Decentered
9. Indentured, Not Enslaved
10. Signed Into Law
11. The Legal Impact of Enslavement
12. In Their Own Words

UNIT 4. Resistance to Enslavement (1482–1884)

Chapters

13. Resistance on the African Continent
14. Resistance at Sea
15. Resistance in the Americas

UNIT 5. Africans and the Americans' Wars with Britain (1770–1828)

Chapters

16. Revolutionary Ideals
17. African Americans and the War of 1812

UNIT 6. Free Africans (1723–1853)

Chapters

18. The Dilemmas of Free Africans
19. Challenging Indignities

UNIT 7. Contesting Enslavement

Chapters

20. Colonization
21. The Abolitionist Movement
22. The Underground Railroad
23. Manifest Destiny

UNIT 8. Striking for Liberty Again (1843–1871)

Chapters

24. The Seeds of War
25. The Southern States Secede
26. Africans in the Civil War

UNIT 9. The Reconstruction Years (1865–1883)

Chapters

27. Expanding Civil Rights
28. Reconstruction
29. Reconstruction Ends
30. African American Workers Organize

UNIT 10. Turn of the Century (1856–1933)

Chapters

31. African Americans in the Spanish American War
32. African Americans Leaders Speak Out
33. Violent Tides of Change
34. Segregation

Asante, *African-American History: A Journey of Liberation* (cont'd)

UNIT 11. Stand Up for Your Rights (1900–1958)

Chapters

35. African Americans in World War I
36. The Growth of Pan-Africanism
37. "Up With Mighty Race! You Can Accomplish What You Will!"
38. The Harlem Renaissance 1925–1940
39. African Americans and the Communist Party
40. The Great Depression

UNIT 12. We Will Never Turn Back (1936–1953)

Chapters

41. Progress on All Fronts
42. Through the Storm—World War II and Korea

UNIT 13. The Freedom Movement's March on Liberty (1954–1966)

Chapters

43. Contesting the Meaning of Democracy
44. The Movement Expands
45. The March On Washington
46. The Move Toward Militance

UNIT 14. Winning through Law (1930–1969)

Chapters

47. Focus on the Vietnam War
48. Radical Ideas Take Hold
49. The Black Panther Party
50. The Spread of Militance

UNIT 15. An Era of Indignation (1964–2000)

Chapters

51. The Black Arts Movement
52. The Black Studies Movement
53. Affirmative Action
54. An Unfinished Agenda
55. The Call to Activism

UNIT 16. Progress and Provisions (1958–2000)

Chapters

56. The Corridors of Power
57. The Dawning of a New Day

► **Botsch, Carol S., et al. 2000. *African-Americans and the Palmetto State.* Columbia: South Carolina Department of Education.**

Chapters

1. Passage
2. The Creation of Early South Carolina
3. Resistance to Enslavement
4. Free African-Americans in Early South Carolina
5. Early African-American Arts
6. The Civil War
7. Reconstruction
8. Life After Reconstruction
9. Religion
10. Literature
11. Music, Dance, and the Performing Arts
12. Visual Arts and Crafts
13. Military Service
14. Civil Rights
15. African-Americans and South Carolina Today
16. Conclusion: What is South Carolina?

► **Franklin, John Hope, and Alfred A. Moss Jr. 2000. *From Slavery to Freedom: A History of African Americans.* 8th ed. Boston: McGraw-Hill.**

Chapters

1. Land of Their Ancestors
2. The African Way of Life
3. The Slave Trade and the New World
4. Colonial Slavery
5. That All May Be Free
6. Blacks in the New Republic
7. Blacks and Manifest Destiny
8. The Peculiar Institution
9. Quasi-Free Blacks
10. Slavery and Intersectional Strife
11. Civil War
12. The Effort to Attain Peace
13. Losing the Peace
14. Philanthropy and Self-Help
15. The Color Line
16. In Pursuit of Democracy
17. Democracy Escapes
18. The Harlem Renaissance
19. The New Deal
20. The American Dilemma
21. Fighting for the Four Freedoms
22. African Americans in the Cold War Era
23. The Black Revolution
24. Reaction and Progress
25. Half Century of Change

► **Khapoya, Vincent B. 1998. *The African Experience: An Introduction.* 2d ed. Upper Saddle River, NJ: Prentice Hall.**

Chapters

1. Africa: The Continent and Its People
2. African Traditional Institutions
3. Political Development in Historic Africa
4. Colonialism and the Africa Experience
5. African Nationalism and the Struggle for Freedom
6. African Independence and After
7. South Africa
8. Africa in World Affairs

► **Shillington, Kevin. 1995. *History of Africa.* Rev. ed. New York: St. Martin's Press.**

Chapters

1. Early prehistory of Africa
2. Later prehistory: The development and spread of farming and pastoralism
3. The impact of iron in northeast and west Africa
4. The Early Iron Age and Bantu migrations
5. North and northeastern Africa to 1000 AD
6. Trans-Saharan trade and the kingdom of Ancient Ghana
7. Islam and the Sudanic states of west Africa
8. Eastern Africa to the sixteenth century
9. Trading states of the east African Coast to the sixteenth century
10. Later Iron Age states and societies of central and southern Africa to 1600 AD
11. North and northeast Africa to the eighteenth century
12. The Atlantic slave trade, sixteen to eighteenth century
13. West African states and societies to the eighteenth century
14. Central and eastern Africa to the eighteenth century
15. Southern Africa to the eighteenth century
16. West Africa in the nineteenth century and the ending of the slave trade
17. Central and east Africa in the nineteenth century

Shillington, *History of Africa* (cont'd)

Chapters

18. Pre-industrial southern Africa in the nineteenth century
19. North and northeast Africa in the nineteenth century
20. Prelude to empire in Tropical Africa
21. The European 'Scramble', colonial conquest and African resistance in east, north-central and west Africa
22. Industrialization, colonial conquest and African resistance in south-central and southern Africa
23. Consolidation of empire: the early period of colonial rule
24. Africa between the wars: the high tide of colonial rule
25. The Second World War and Africa
26. The winning of independence (1)
27. The winning of independence (2)
28. Africa since independence (1)
29. Africa since independence (2)

Key Resource Books and Performance-Based Standards

Kindergarten: Introduction to Social Studies

- **Asante, *African-American History: A Journey of Liberation***
- **Botsch, *African-Americans and the Palmetto State***
- **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standards	What Educators Should Know How to Do	Resource References
K.1.2 describe personal connections to place, especially place as associated with immediate surroundings	EK.1.2 explain to students the importance of one's having a sense of multicultural connections to place	Asante (see index) Botsch (see index) Franklin and Moss (see index)

Grade 1: Introduction to Social Studies

- **Asante, *African-American History: A Journey of Liberation***
- **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standards	What Educators Should Know How to Do	Resource References
1.1.1 identify characteristics that contribute to one's personal identity from birth to the present	E1.1.1 identify characteristics and experiences that contribute to African-Americans' personal identity from birth through adulthood	Asante (see index) Franklin and Moss (see index)
1.1.2 compare and contrast family life in various places in the world and in history	E1.1.2 compare and contrast family life in Africa and in America for African-Americans now, in the recent past, and long ago	
1.1.3 describe what communities in North America were like long ago and how they varied from one another	E1.1.3 describe what African-American communities in North America were like long ago	Asante, chaps. 5–12 Franklin and Moss, chaps. 3–4

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Grade 2: Introduction to Social Studies

- **Asante, *African-American History: A Journey of Liberation***
- **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
2.1.1 identify characteristics that contribute to one's personal identity	E2.1.1 identify the characteristics and experiences that contribute to the African-American identity	Asante (see index) Franklin and Moss (see index)
2.1.2 compare and contrast family life in various places now, in the recent past, and long ago	E2.1.2 compare and contrast family life in Africa and in America for African-Americans now, in the recent past, and long ago	
2.1.3 discuss the historic traditions of diverse groups and peoples	E2.1.3 discuss the historic traditions within the African-American culture	
2.1.4 explain the ways these traditions are passed down from generation to generation	E2.1.4 explain the ways that African-American traditions have been passed down from generation to generation	
2.2.1 describe folklore and other cultural contributions from various regions of the United States and the world and how they help form a nation's heritage	E2.2.1 describe folklore and other cultural contributions by Africans and African-Americans and explain how these contributions have helped form a nation's heritage	

Grade 3: Introduction to Social Studies/South Carolina Studies

- **Botsch, *African-Americans and the Palmetto State***
- **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
3.1.2 identify historical resources in the local community	E3.1.2 identify historical African-American resources in local communities in South Carolina	Botsch (see index) Franklin and Moss (see index)
3.2.1 describe the influence of geography on the history of South Carolina and the local community	E3.2.1 describe the influence of geography on the history of African-Americans in South Carolina	Botsch, chaps. 2–4
3.2.4 explain reasons for the voluntary and involuntary settling of South Carolina by Europeans and Africans	E3.2.4 explain the reasons for the slave trade and its impact on African nations and the settling of South Carolina	Botsch, chaps. 1–2 Franklin and Moss, chaps. 3–4
3.2.5 compare and contrast the lives of European, African, and Native American families in South Carolina in colonial times	E3.2.5 describe how and where African-Americans lived during colonial times in South Carolina	Botsch, chaps. 3–4 Franklin and Moss, chaps. 3–4

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Grade 3: Introduction to Social Studies/South Carolina Studies

- **Botsch, *African-Americans and the Palmetto State***
- **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
3.2.6 discuss the cultural contributions of people from various regions of South Carolina	E3.2.6 discuss the cultural contributions made by African-Americans in South Carolina	Botsch, chaps. 2 and 5 Franklin and Moss, chaps. 3–4
3.2.7 state the key events and effects of the Revolutionary War on South Carolina and his or her own community	E3.2.7 identify and explain the impact of the contributions made by African-Americans during the American Revolution	Botsch, chaps. 3 and 13 Franklin and Moss, chap. 5
3.2.8 discuss the development of slavery in South Carolina and its impact on the State	E3.2.8 explain why slaves were needed to build the infrastructure of the South	Botsch, chap. 2 Franklin and Moss, chaps. 6–8
3.2.9 compare and contrast the various lifestyles of people in South Carolina during the Antebellum Period	E3.2.9 describe how African-Americans lived during the Antebellum Period in South Carolina	Botsch, chaps. 3–4 Franklin and Moss, chap. 9
3.2.10 state the key events and effects of the Civil War on South Carolina and his or her own community	E3.2.10 explain why slavery was a factor in the Civil War and the describe effects of the Civil War on the African-Americans in South Carolina	Botsch, chap. 6 Franklin and Moss, chaps. 10–11
3.2.11 describe the Reconstruction Period in South Carolina	E3.2.11 describe the progress that African-Americans made during Reconstruction in areas such as politics and education	Botsch, chap. 7 Franklin and Moss, chaps. 12–13
3.3.1 trace migration patterns within and from South Carolina and describe their social and cultural impact	E3.3.1 trace the patterns of African-American migration into and out of South Carolina	Botsch, chap. 8 Franklin and Moss, chap. 14
3.3.2 explain the impact of World War I in South Carolina	E3.3.2 describe the role that African-Americans played in World War I and explain how the War affected the African-Americans in South Carolina	Botsch, chap. 13 Franklin and Moss, chap. 16
3.3.3 state the effects of the Great Depression on South Carolina	E3.3.3 explain how the Great Depression affected the African-Americans in South Carolina	Franklin and Moss, chap. 19
3.3.4 explain the impact of World War II in South Carolina	E3.3.4 describe the role that African-Americans played in World War II and explain how the War affected the African-American community	Botsch, chap. 13 Franklin and Moss, chap. 21
3.4.1 identify the major trends, events, and people that have influenced the development of South Carolina from World War II to the present	E3.4.1 name and discuss African-Americans who influenced the development of South Carolina from World War II to the present	Botsch, chaps. 14–15 Franklin and Moss, chaps. 22–25

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Grade 4: U.S. Studies to 1877

► **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
4.1.1 describe the events in America, Europe, and Africa that led to a new world in North America	E4.1.1 describe the events in Africa that led to a new world in North America	Franklin and Moss, chaps. 3–4
4.1.3 trace the routes and explain the importance of early explorations of the Americas	E4.1.3 explain contributions of Africans in the exploration of the New World	
4.1.4 recall the reasons for the voluntary/involuntary settling of North America by Europeans and Africans	E4.1.4 explain the reasons for the slave trade and explain its impact on African nations and the settling of North America	
4.1.5 compare and contrast the lives of European, African, and North American families in various regions in colonial times	E4.1.5 describe how and where African-Americans lived during colonial times in North America	
4.1.6 identify the developments, major events, and notable figures involved in the separation of the thirteen colonies from England	E4.1.6 discuss the contributions of African-American community during the American Revolution	Franklin and Moss, chap. 5
4.1.7 describe the key events and effects of the American Revolution on the new country	E4.1.7 discuss the African-Americans who made an impact on the American Revolution and explain the effect that the American Revolution had on the African-American community	
4.1.8 describe the development of the U.S. Constitution and explain its significance	E4.1.8 describe the status of African-Americans during the development of the U.S. Constitution and explain its significance for African-Americans	
4.1.9 identify the framers of the Constitution and the roles they played in framing the Constitution	E4.1.9 discuss how the framers of the Constitutions viewed slavery	Franklin and Moss, chaps. 5–6
4.1.10 describe the westward expansion of the early American pioneers to 1861	E4.1.10 describe the effects of the westward expansion on the status of slavery	Franklin and Moss, chap. 7
4.1.11 discuss the key people who contributed to the westward movement	E4.1.11 discuss the contributions that African-Americans made to the westward movement	
4.1.12 discuss the development of key technological innovations and inventions throughout the world and their social and economic effects on the United States during this period	E4.1.12 discuss the development of key technological innovations and inventions throughout the world and their social and economic effects on African-Americans in the United States during this period	Franklin and Moss, chaps. 6–7

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Grade 4: U.S. Studies to 1877

► **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
4.1.13 name the major scientists and inventors throughout American history to 1877	E4.1.13 discuss notable African-American scientists and inventors throughout American history to 1877	Franklin and Moss, chaps. 6 and 8
4.1.15 compare and contrast the ways of life in the North and South	E4.1.15 compare and contrast the ways of life for African-Americans in the North and South	Franklin and Moss, chaps. 8–9
4.1.16 state the causes and events leading to the Civil War	E4.1.16 explain the causes and events leading to the Civil War and their effects on African-Americans	Franklin and Moss, chaps. 10–11
4.1.17 identify the notable figures of the Civil War and the roles they played	E4.1.17 identify notable African-Americans involved in the Civil War and describe the roles they played	Franklin and Moss, chap. 11
4.1.18 describe the Civil War and its effects on the nation	E4.1.18 describe the Civil War and its effects on the African-American community	Franklin and Moss, chaps. 11–12
4.1.19 describe Reconstruction and its effects on the nation.	E4.1.19 describe Reconstruction and its effects on the African-American community	Franklin and Moss, chaps. 12–13

Grade 5: United States Studies 1877 to Present

► **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
5.2.1 describe the role of various ethnic and cultural groups in the western expansion of the United States	E5.2.1 describe the contributions of African-American in the western expansion	Franklin and Moss, chaps. 12–13
5.2.2 summarize the treatment of the Native American nations by the U.S. government and the federal policies enacted after the Civil War	E5.2.2 explain the treatment of African-Americans by the U.S. government and the federal policies enacted after the Civil War	Franklin and Moss, chaps. 12–14
5.2.3 explain how the rise of corporations, heavy industry, and mechanical farming—and the infrastructure that supported them—transformed the American people	E5.2.3 explain how the rise of corporations, heavy industry, mechanical farming, and education institutions affected African-Americans	

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Grade 5: United States Studies 1877 to Present

► **Franklin and Moss, *From Slavery to Freedom***

Strand 1. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
5.2.4 relate how massive immigration after 1870 affected social patterns, cultural diversity, and ideas of national unity	E5.2.4 explain how the massive migration of African-Americans from the South in the late 1800s affected social patterns, cultural diversity, and ideas of national unity	Franklin and Moss, chap. 14
5.2.5 describe the rise of the American labor movement and how it effected social and economic change	E5.2.5 describe the rise of the American labor movement and explain how it effected social and economic change for African-Americans	Franklin and Moss, chaps. 13–15
5.2.6 analyze the causes of World War I and explain why the United States intervened	E5.2.6 analyze the effects of African-American involvement in World War I	Franklin and Moss, chaps. 16–17
5.2.7 discuss the impact at home and abroad of the United States' involvement in World War I	E5.2.7 discuss the impact on African-Americans at home and abroad during World War I	
5.2.8 explain the effect of the Great Depression on the United States	E5.2.8 explain how African-Americans were affected by the Great Depression	Franklin and Moss, chaps. 18–19
5.2.9 identify structures in the nation that are a result of New Deal policies and programs	E5.2.9 identify structures in the nation that are a result of New Deal policies and programs and explain their effects on African-Americans	Franklin and Moss, chaps. 19–20
5.2.11 explain the impact at home and abroad of the United States involvement in World War II	E5.2.11 explain how the United States involvement in World War II impacted African-Americans at home and abroad	Franklin and Moss, chap. 21
5.2.12 recognize events, people, and various cultures that influenced the United States during this period	E5.2.12 explain events and people within the African-American culture that influenced the United States during World War II	Franklin and Moss, chaps. 17–21
5.2.13 discuss the development of key technological innovations and inventions throughout the world and their social and economic effects on the United States	E5.2.13 discuss the development of key technological innovations and inventions by African-Americans and explain the social and economic effects of these contributions in the United States during the World War II era	
5.2.14 name the major scientists and inventors in America during this period	E5.2.14 name and discuss notable African-American scientists and inventors in America during the World War II era	

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Grade 5: United States Studies 1877 to Present

► **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
5.2.15 summarize the changes in communication, transportation, agriculture, and manufacturing and their effects on the United States during this period	E5.2.15 summarize how changes in communication, transportation, agriculture, and manufacturing affected African-Americans during the World War II era	Franklin and Moss, chaps. 17–21
5.3.1 recognize how events, people, and various cultures influenced the United States during this period [from the end of World War II to the present]	E5.3.1 explain how events and people within the African-American culture influenced the United States during the period from the end of World War II to the present	Franklin and Moss, chaps. 22–25
5.3.2 identify the major social, political, and economic trends that influenced the development of the United States during this period	E5.3.2 explain the major social, political, and economic trends that influenced African-Americans during this period	
5.3.3 discuss the development of key technological innovations and inventions throughout the world and their social and economic effects on the United States	E5.3.3 discuss the development of key technological innovations and inventions by African-Americans and explain the social and economic effects of these contributions in the United States during this period	
5.3.4 name the scientists and inventors who had an effect on American culture during this period	E5.3.4 name and discuss notable African-American scientists and inventors in America during this period	
5.3.5 summarize the changes in communication, transportation, agriculture and manufacturing and their effects on the United States from during this period	E5.3.5 explain how changes in communication, transportation, agriculture, and manufacturing affected African-Americans during this period	

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Grade 6: Early Cultures through 1500s

- **Khapoya, *The African Experience***
- **Shillington, *History of Africa***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
6.1.1 describe the early civilizations of Egypt, Mesopotamia, India, China, and the Americas, including migrations, the emergence of agriculture, religion, and cultural contributions	E6.1.1 describe the early civilizations of Egypt and Kush and other early African kingdoms, explaining migrations, the emergence of agriculture, religion, and cultural contributions	Khapoya, chap. 3 Shillington, chaps. 1–4
6.1.2 describe life in ancient Greece and Rome including the contributions of these civilizations to the modern world	E6.1.2 describe the African/Egyptian influence in ancient Greece and Rome and explain the influence of the Greeks and Romans on African civilizations	Khapoya, chap. 3 Shillington, chap. 5
6.1.3 trace the origin and spread of the major world religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam through the early 1500s	E6.1.3 trace the origin and spread of the major world religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam through the early 1500s and discuss the influence of these religions on African kingdoms	Khapoya, chaps. 2–3 Shillington, chaps. 5– 8
6.1.4 describe and evaluate life in the European Middle Ages	E6.1.4 describe and evaluate African influence on Europe in the Middle Ages	Khapoya, chap. 3 Shillington, chaps. 5–11
6.1.6 summarize the contributions of Middle Eastern cultures and their global impact	E6.1.6 explain the impact of Middle Eastern cultures on Africa	
6.1.8 identify the contributions of major African empires and analyze their global impact	E6.1.8 explain the contributions of major African empires and analyze their global impact	Khapoya, chap. 3 Shillington, chaps. 8–11
6.1.9 discuss the contributions of the Italian Renaissance	E6.1.9 describe the contribution of African culture to the Italian Renaissance	

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Grade 7: Contemporary World Regions

- **Khapoya, *The African Experience***
- **Shillington, *History of Africa***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
7.1.1 explain the transformations in Asian, African, and European societies	E7.1.1 explain the transformations in African societies	Khapoya, chaps. 4–5 Shillington, chaps. 12–19
7.1.2 identify major social, cultural, and technological developments that emerged in world regions	E7.1.2 explain the major social, cultural, and technological developments that emerged in Africa during the period of European imperialism	Khapoya, chaps. 4–5 Shillington, chaps. 20–23
7.1.3 discuss the growth of nations and nationalism	E7.1.3 explain the growth of nations and nationalism in Africa	Khapoya, chap. 5 Shillington, chaps. 21–23
7.1.5 describe the rise of totalitarian states	E7.1.5 explain how Africa was affected by the rise of totalitarian states	Khapoya, chap. 5 Shillington, chaps. 23–25
7.1.6 analyze the causes and consequences of world conflicts	E7.1.6 analyze the causes and consequences of African conflicts	
7.1.7 examine the implications of Communism and its effects on world history	E7.1.7 examine the implications of Communism and its effect on African history	Khapoya, chap. 6 Shillington, chaps. 26–27
7.1.8 examine prospects for political democracy and social justice in the world regions	E7.1.8 examine prospects for political democracy and social justice in Africa	
7.1.9 analyze advancements and controversies in science and technology and discuss their implications for the world regions	E7.1.9 analyze advancements and controversies in science and technology and discuss their implications for Africa	Khapoya, chaps. 6–8 Shillington, chaps. 28–29

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Grade 8: U.S. and South Carolina Studies

- **Botsch, *African-Americans and the Palmetto State***
- **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
8.1.1 discuss the nature, challenges, and contributions of African-American communities and Native American culture; women and their role in society; and other ethnic and religious groups	E8.1.1 explain the contributions made by African-Americans and the discrimination they experienced during slavery and after the Civil War	Botsch, chaps. 1–8 Franklin and Moss, chaps. 4–13
8.1.2 identify cultural expressions of life in South Carolina and the United States during this period	E8.1.2 explain early cultural transmissions and assimilations made by African-Americans in South Carolina and the United States	Botsch, chaps. 1–5 and 9–12 Franklin and Moss, chaps. 4–13
8.2.1 explain the influence of physical geography on South Carolina history	E8.2.1 explain the influence of physical geography on the institution of slavery and the adoption of rice and other crops as economic resources in South Carolina history	Botsch, chap. 2.
8.2.3 compare and contrast early European settlements in South Carolina and the American colonies, including political, economic, and social institutions	E8.2.3 compare and contrast the various African-American lifestyles in South Carolina and the American colonies	Botsch, chaps. 1–5 Franklin and Moss, chaps. 3–4
8.2.4 explain ways in which South Carolina and other colonies addressed the labor shortage, including slavery	E8.2.4 explain the economic feasibility of slavery in the context of race, society, and culture	
8.2.6 examine the causes and course of the American Revolution and the contributions of South Carolinians	E8.2.6 explain the participation and the contributions of African-Americans during the American Revolution	Botsch, chap. 13 Franklin and Moss, chap. 5
8.3.1 discuss the antecedents to the Constitution, the Constitutional Convention, and arguments over ratification	E8.3.1 explain slave petitions for freedom, the importance of slavery at the Constitutional Convention, and the three-fifths compromise	Franklin and Moss, chaps. 5–6
8.3.2 identify the major domestic and foreign issues of the early presidential administrations through the War of 1812	E8.3.2 explain early presidential administrations' views on slavery and the status of African-Americans	Botsch, chaps. 3–4 and 13 Franklin and Moss, chaps. 6–7
8.3.3 describe political developments and key figures from the Era of Good Feelings through the Antebellum Period	E8.3.3 describe how political developments from the Era of Good Feelings through the Antebellum Period affected African-Americans	Franklin and Moss, chaps. 8–10
8.3.4 discuss the development of nationalism at home and in foreign affairs	E8.3.4 discuss the concept of black nationalism and African colonization	Franklin and Moss, chap. 9

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Grade 8: U.S. and South Carolina Studies

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Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
8.3.6 compare and contrast the Northern industrial system with the Southern agrarian society	E8.3.6 compare and contrast the need for slave labor in the Northern industrial system and in the Southern agrarian society	Botsch, chaps. 2–4 Franklin and Moss, chaps. 4 and 9
8.3.7 discuss the various reform movements prior to the Civil War	E8.3.7 explain the effects of various abolitionist and antislavery movements prior to the Civil War	Botsch, chap. 3 Franklin and Moss, chap. 10
8.3.8 describe the emergence of an American culture and literature	E8.3. describe the contributions made by African-Americans to American culture and literature	Botsch, chap. 5 Franklin and Moss, chaps. 6–9
8.3.9 discuss westward expansion and the sectional tensions that developed, including the rising opposition to slavery	E8.3.9 describe the contributions made by African-Americans to the westward expansion	Botsch, chap. 13 Franklin and Moss, chap. 7
8.4.1 identify the series of events leading to the election of Lincoln and the outbreak of Civil War	E8.4.1 explain the series of events that led to the Civil War as they apply to the African-American community	Botsch, chap. 6 Franklin and Moss, chap. 10
8.4.2 describe the causes and course of the Civil War and its effects on the American people	E8.4.2 explain the economic and moral implications of the Civil War with regard to slavery and the War's effect on African-Americans	Botsch, chap. 6 Franklin and Moss, chap. 11
8.4.3 identify the stages, characteristics, and key figures of the Reconstruction era	E8.4.3 identify key African-American figures of the Reconstruction era and discuss the enfranchisement of African-Americans during this period	Botsch, chap. 7 Franklin and Moss, chap. 12
8.5.1 discuss American industrialization and its impact on the economy, society, culture, and public policy	E8.5.1 explain how the economic changes during American industrialization affected African-Americans	Botsch, chap. 8 Franklin and Moss, chap. 12
8.5.2 describe immigration, migration and urban life in America	E8.5.2 explain the reasons African-Americans migrated north and the struggles they encountered in urbanized society	Botsch, chap. 8 Franklin and Moss, chap. 14
8.5.3 describe the major issues, events and figures of the Women's Suffrage Movement in the late nineteenth century	E8.5.3 explain some of the prominent African-Americans in the Women's Suffrage Movement during the late nineteenth century	Franklin and Moss, chap. 14
8.5.6 describe the economic crisis in agriculture and the emergence of Populism in South Carolina and the United States	E8.5.6 explain how the economic crisis in agriculture, the political resurgence, and the movement for the disfranchisement of African-Americans affected the African-American community in South Carolina and the United States	Botsch, chap. 8 Franklin and Moss, chaps. 13–14

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Grade 8: U.S. and South Carolina Studies

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Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
8.5.7 discuss American imperialism	E8.5.7 explain how American imperialism affected African-Americans	Botsch, chap. 8 Franklin and Moss, chap. 15

Grades 9–10: Global Studies (World Geography/World History)

- **Khapoya, *The African Experience***
- **Shillington, *History of Africa***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
10.1.1 describe the ways in which the biological and cultural processes gave rise to the earliest human communities in the Neolithic Age	E10.1.1 describe the ways in which biological and cultural processes gave rise to the earliest human communities in Africa	Khapoya, chap. 3 Shillington, chap. 1
10.1.2 identify the processes that led to the emergence of agricultural societies throughout the world prior to 4000 B.C.	E10.1.2 explain the processes that led to the emergence of agricultural societies throughout Africa prior to 4000 B.C.	Khapoya, chap. 3 Shillington, chap. 2
10.1.3 analyze the major characteristics of civilization and how civilizations emerged in Mesopotamia, the Nile Valley, the Indus Valley, and the Huang Ho Valley from 4000 to 1000 B.C.	E10.1.3 analyze the major characteristics of civilization and explain how civilizations emerged in the Nile Valley from 4000 to 1000 B.C.	Khapoya, chap. 3 Shillington, chap. 2
10.1. 4 explain how agrarian societies spread and new states emerged from 3000–1000 B.C.	E10.1.4 explain how agrarian societies spread and new nations emerged in Africa from 3000 to 1000 B.C.	Khapoya, chap. 3 Shillington, chaps. 2–3
10.1.5 identify and interpret the way the major political, social, and cultural trends and technological innovations differed in Africa, Europe, Asia and the Americas from 2000 to 1000 B.C.	E10.1.5 identify and interpret the major political, social, and cultural trends and technological innovations in Africa from 2000 to 1000 B.C.	
10.1.6 describe the emergence of Aegean civilizations and their relationship to the peoples of the eastern Mediterranean and Southwest Asia from 600 to 200 B.C.	E10.1.6 explain how African societies were affected by the emergence of Aegean civilizations from 600 to 200 B.C.	Khapoya, chap. 3 Shillington, chap. 3

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Grades 9–10: Global Studies (World Geography/World History)

- **Khapoya, *The African Experience***
- **Shillington, *History of Africa***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
10.1.7 analyze the development of religions and large-scale empires in the Mediterranean world, China, Southwest Asia, and India from 500 B.C. to A.D. 300	E10.1.7 compare and contrast religions and empires in Africa with those in the Mediterranean world, China, Southwest Asia, and India from 500 B.C. to A.D. 300	Khapoya, chap. 3 Shillington, chaps. 3–5
10.1.9 interpret common themes among the classical traditions, religions, and giant empires in Africa, Asia, Europe and Mesoamerica from A.D. 300 to 1000	E10.1.9 interpret common themes among the classical traditions, religions, and giant empires in Africa from A.D. 300 to 1000	Khapoya, chap. 3 Shillington, chaps. 5–6
10.1.11 trace the development of agricultural societies and new states in Africa and Oceania prior to A.D. 1000	E10.1.11 trace the development of agricultural societies and new states in Africa prior to a.d. 1000, including the empires of Kush and Ghana	Khapoya, chap. 3 Shillington, chaps. 5–6
10.1.12 explain causes and consequences of the rise of Islamic civilization through A.D. 1200	E10.1.12 explain causes and consequences of the rise of Islamic civilization on African countries through A.D. 1200	Khapoya, chap. 3 Shillington, chap. 7
10.2.1 analyze the global transformations that resulted from the transoceanic interlinking of all major regions of the world from 1450 to 1600	E10.2.1 analyze the global transformations on Africa that resulted from the transoceanic interlinking of all major regions of the world from 1450 to 1600	Khapoya, chap. 3 Shillington, chaps. 9–11
10.2.2 describe the political, economic, and cultural transformations of European society in an age of global intercommunication, 1450–1600	E10.2.2 describe the political, economic, and cultural transformations in Africa that resulted from the age of global intercommunication, 1450–1600	Khapoya, chap. 3 Shillington, chaps. 9 – 11
10.2.3 interpret the common trends of the emergence of the first global age, 1450–1770	E10.2.3 interpret trends in Africa during the emergence of the first global age, 1450–1770	Khapoya, chap. 3 Shillington, chaps. 9–11
10.2.4 compare and contrast the large territorial empires that dominated much of the world between 1500 and 1800	E10.2.4 compare and contrast the large territorial empires that dominated much of Africa between 1500 and 1800	Khapoya, chaps. 3–4 Shillington, chaps. 11 and 12
10.2.5 analyze the economic, political, and cultural interrelations, including conflicts, among peoples of Africa, Europe, and the Americas, 1500–1750	E10.2.5 explain the economic, political, and cultural interrelations during the transatlantic trade among peoples of Africa, Europe, and the Americas	Khapoya, chaps. 3–4 Shillington, chap. 12
10.2.8 analyze the causes and consequences of the agricultural and industrial revolutions, 1700–1850	E10.2.8 explain how Africa was affected by the agricultural and industrial revolutions that took place from 1700 to 1850	Khapoya, chaps. 4–5 Shillington, chaps. 13–19

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Grades 9–10: Global Studies (World Geography/World History)

- **Khapoya, *The African Experience***
- **Shillington, *History of Africa***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
10.2.9 describe the transformation of Eurasian and Oceanic societies in an era of global trade and rising European power, 1750–1870	E10.2.9 describe the role of Africa in an era of global trade and rising European power, 1750–1870	
10.2.11 delineate patterns of global change in the era of Western military and economic domination, 1800–1914	E10.2.11 explain the changes in African societies that resulted from European and Western military and economic domination	Khapoya, chaps. 4–5 Shillington, chaps. 20–23
10.2.13 describe reform, revolution, and social change in the world economy from 1900 to 1939	E10.2.13 explain how Africa was affected by the reform, revolution, and social change in the world economy that took place from 1900 to 1939	Khapoya, chap. 5 Shillington, chaps. 23–24
10.2.14 analyze the consequences of the rise of totalitarian states	E10.2.14 explain how Africa was affected by the rise of totalitarian states	Khapoya, chap. 5 Shillington, chaps. 23–25
10.2.16 analyze the conflict between diverse socioeconomic systems and perspectives	E10.2.16 explain how Africa was affected by the conflict between diverse socioeconomic systems and perspectives	Khapoya, chaps. 5–6 Shillington, chaps. 23–25
10.2.17 describe the breakup of European colonial empires and the development of new nations in Africa, Asia, and the Caribbean	E10.2.17 describe the breakup of European colonial empires and the development of new nations in Africa	Khapoya, chap. 6 Shillington, chaps. 26–27
10.2.18 analyze the oppression of groups and the struggle for human rights across the world	E10.2.18 analyze the oppression of groups and the struggle for human rights in Africa	
10.2.19 describe the effort to attain stability, peace, and a sense of community in an interdependent world	E10.2.19 describe the effort to attain stability, peace, and a sense of community in Africa	Khapoya, chap. 6 Shillington, chaps. 26–27
10.2.20 interpret major global trends since World War II	E10.2.20 interpret major trends in Africa since World War II	
10.2.21 describe the origins, causes, and results of the Cold War in the aftermath of World War II	E10.2.21 explain how Africa was affected by the Cold War in the aftermath of World War II	Khapoya, chaps. 6–7 Shillington, chaps. 28–29
10.2.22 explain the adjustment and the challenges in the post–Cold War era	E10.2.22 explain the adjustment and the challenges in the post–Cold War era in Africa	Khapoya, chap. 8 Shillington, chaps. 28–29

Grades 11–12: U.S. and South Carolina Studies (Government/Economics)

▶ **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
12.1.1 explain how the rise of corporations, heavy industry, and mechanized farming transformed the American people in the late 1800s	E12.1.1 explain how the rise of corporations, heavy industry, and mechanical farming affected African-Americans in the late 1800s	Franklin and Moss, chap. 14
12.1.2 interpret the immigration patterns from 1870 to ca. 1945	E12.1.2 describe patterns of African-American migration within the South and outside of the South between 1870 and ca. 1945	Franklin and Moss, chaps. 14–16
12.1.3 describe how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity	E12.1.3 explain how African-Americans were affected by new social patterns, conflicts, and ideas of national unity	Franklin and Moss, chaps. 13–14
12.1.4 analyze the rise of the American labor movement and the way political issues reflected social and economic changes	E12.1.4 explain how African-Americans were affected by the American labor movement and the political issues reflected by social and economic changes	Franklin and Moss, chaps. 13–15
12.1.6 examine the changing role of women in the political and social context	E12.1.6 examine the roles of African-American women in the political and social context between 1870 and ca. 1945	Franklin and Moss, chaps. 14–15
12.1.7 analyze the changing role of the United States in world affairs to World War I	E12.1.7 explain how African-Americans were affected by the changing role of the United States in world affairs up to World War I	Franklin and Moss, chaps. 15–16
12.1.8 assess how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption	E12.1.8 assess how African-Americans were affected by problems of industrial capitalism, urbanization, and political corruption	Franklin and Moss, chaps. 14–15
12.1.9 assess the causes, course, and effects of World War I	E12.1.9 assess the effects of African-American involvement in World War I	Franklin and Moss, chap. 16
12.1.10 examine social tensions and their consequences in the post–World War I era	E12.1.10 explain how the African-American community was affected by the social tensions and their consequences in the post–World War I era	Franklin and Moss, chap. 17
12.1.11 analyze the emergence of a modern capitalist economy in the 1920s	E12.1.11 explain how African-Americans participated in the emergence of a modern capitalist economy in the 1920s	Franklin and Moss, chap. 18
12.1.12 assess how new cultural movements reflected and changed American society in the post–World War I period	E12.1.12 assess the cultural contributions made by African-Americans in the post–World War I period	

Grades 11–12: U.S. and South Carolina Studies (Government/Economics)

► **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
12.1.13 describe developments in political and international affairs in the 1920s	E12.1.13 describe the role African-Americans played in developments in political and international affairs in the 1920s	Franklin and Moss, chap. 19
12.1.14 analyze the causes of the Great Depression and the way it affected American society	E12.1.14 explain how the African-American community was affected by the Great Depression	
12.1.15 evaluate how the New Deal addressed the Great Depression and transformed American society	E12.1.15 evaluate the effects of the New Deal on African-Americans	Franklin and Moss, chaps. 19–20
12.1.16 examine changes in everyday life in response to technological and scientific advancement	E12.1.16 evaluate the effects of technological and scientific advancement on African-Americans	Franklin and Moss, chap. 14
12.1.17 describe the causes and course of World War II, including the Holocaust, the character of the war at home and abroad, and its reshaping of the United States' role in world affairs	E12.1.17 explain how African-Americans were affected by World War II and describe the contributions they made to military and world affairs during that period	Franklin and Moss, chap. 21
12.2.1 explain the economic boom and the social and cultural transformations of postwar United States	E12.2.1 explain how the economic boom and social and cultural transformations of postwar United States affected African-Americans	Franklin and Moss, chaps. 21–22
12.2.2 describe how postwar science augmented the nation's economic strength, transformed daily life, and influenced the world economy	E12.2.2 describe how postwar science augmented the nation's economic strength, transformed daily life, influenced the world economy, and affected African-Americans	Franklin and Moss, chaps. 21–22
12.2.3 analyze the effects of the postwar extension of the New Deal, the New Frontier, and the Great Society	E12.2.3 explain how the postwar extension of the New Deal, the New Frontier, and the Great Society affected African-Americans	
12.2.4 describe how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics	E12.2.4 describe the role of African-Americans in the Korean and Vietnam Wars	Franklin and Moss, chaps. 22 and 25
12.2.5 evaluate the struggle for racial and gender equality and the extension of civil liberties	E12.2.5 evaluate the African-American struggle for racial equality and the extension of civil liberties	Franklin and Moss, chaps. 20–25
12.2.6 assess developments in domestic politics from 1968 to the present	E12.2.6 assess developments in domestic politics from 1968 to the present as they impacted on the African-American community	Franklin and Moss, chaps. 23–25

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Grades 11–12: U.S. and South Carolina Studies (Government/Economics)

► **Franklin and Moss, *From Slavery to Freedom***

Strand I. Time, Continuity, and Change: History		
South Carolina Social Studies Curriculum Standard	What Educators Should Know How to Do	Resource References
12.2.7 evaluate economic, social, and cultural developments in contemporary United States from 1968 to the present	E12.2.7 explain how economic, social, and cultural developments in the United States from 1968 to the present have affected the African-American community	
12.2.9 describe the challenges facing the United States at home and abroad in the post–Cold War era	E12.2.9 describe the challenges facing African-Americans in the post–Cold War era	Franklin and Moss, chaps. 22–25

Additional Resource Books

The African-American Experience: A History. 1999. Upper Saddle River, NJ: Globe Fearon.

African-Americans in U.S. History. 1999. 2 vols. Upper Saddle River, NJ: Globe Fearon.

Appiah, Kwame Anthony, and Henry Louis Gates Jr., eds. 1999. *Africana: The Encyclopedia of the African and African American Experience.* New York: Basic Civitas Books.

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Bennett, Lerone. 1993. *Before the Mayflower: A History of Black America.* 6th ed. New York: Penguin Books.

Berlin, Ira. 2003. *Generations of Captivity: A History of African-American Slaves.* Cambridge, MA: Belknap Press of Harvard University Press.

Burns, Khephra. 2001. *Mansa Musa: The Lion of Mali.* San Diego, CA: Harcourt Brace.

Garcia, Juan, et al. *One Nation Many People: The United States since 1876.* 1999. Upper Saddle River, NJ: Globe Fearon.

Gates, Henry Louis, and Cornel West. 2000. *The African-American Century: How Black Americans Have Shaped Our Country.* New York: Free Press.

Hine, Darlene, William C. Hine, and Stanley Harrold. 2003. *The African-American Odyssey: Combined Edition.* 2d ed. Upper Saddle River, NJ: Prentice Hall.

Iliffe, John. 1995. *Africans: The History of a Continent.* African Studies Series 85. New York: Cambridge University Press.

In Our Own Image: An African-American History. 1998. Saddle Brook, NJ: Peoples Publishing Group.

Katz, William Loren. 1995. *Eyewitness: A Living Documentary of the African American Contribution to American History.* New York: Simon & Schuster.

McEvedy, Colin. 1995. *The Penguin Atlas of African History.* New York: Penguin Books.

Multicultural Milestones in United States History. 1995. Upper Saddle River, NJ: Globe Fearon.

One Nation Many People: The United States to 1900. 1996. Upper Saddle River, NJ: Globe Fearon.

Schraeder, Peter J. 2000. *African Politics and Society: A Mosaic in Transformation.* Boston: Bedford/St. Martin's.

Using Geography: Africa. 2000. Saddle Brook, NJ: Peoples Publishing Group.

World Cultures: Africa. 2000. Saddle Brook, NJ: Peoples Publishing Group.

Resources on the Internet

African American Resources

- http://coatopa.com/fi-afram.html

African American Resources at the Smithsonian

- http://www.si.edu/resource/faq/nmah/afroam.htm

African Military History

- http://www.fatherryan.org/blackmilitary/

African Voices at the Smithsonian

- http://www.mnh.si.edu/africanvoices/

Africana: Gateway to the Black World

- http://7-12educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.africana.com

African-American History at About

- http://afroamhistory.about.com

African-American History at the State Department of Education

- http://www.myscschools.com/offices/cso/African_American_History/afamhist.htm

African-American History Sites

- http://www.sl-regional.k12.ma.us/jhlib/AfricanAmerican.htm

African-American In History at ProTeacher

- http://www.proteacher.com/090155.shtml

African-American Mosaic: A Library of Congress Resource Guide for the Study of Black History & Culture

- http://lcweb.loc.gov/exhibits/african/intro.html

African-American Odyssey: Library of Congress

- http://lcweb2.loc.gov/ammem/aaohtml/exhibit/aointro.html

African-Americans in South Carolina at SCIway

- http://sciway.net/afam/

Africans in America: America's Journey through Slavery

- http://www.pbs.org/wgbh/aia/

AFRO-American Almanac

- http://www.toptags.com/aama

American Memory: From Slavery to Freedom

- http://lcweb2.loc.gov/ammem/aapchtml/aapchome.html

Association for the Study of African-American Life and History

- http://www.asalh.com/

Black History at Education Planet

- http://www.educationplanet.com/search/History/Black_History/

Black History at Lesson Planet

- http://lessonplanet.teacherwebtools.com/search/Social_Studies/U.S._History/Black

Black History.Com

- http://www.blackhistory.com/

The Black History Database

- http://www.seditionists.org/black/bhist.html

Black History: Exploring African-American Issues on the Web

- http://www.kn.pacbell.com/wired/BHM/AfroAm.html

Black History Hotlist: A Collection of Internet Sites

- http://www.kn.pacbell.com/wired/BHM/bh_hotlist.html

Black History Month at Infoplease

- http://www.infoplease.com/spot/bhm1.html

Black History Month at LessonPlansPage.com

- http://www.lessonplanspage.com/BlackHistoryMonth.htm

Black History Month at teachervision.com

- http://teachervision.com/lesson-plans/lesson-4457.html

Black History Month Resources

- http://archive.nandotimes.com/prof/edsvc/teach/niecurric/blhist.html

Black/African Related Resources

- http://www.sas.upenn.edu/African_Studies/Home_Page/mcgee.html

Celebrating Black History on the Web

- http://www-libraries.colorado.edu/ps/gov/us/blackhistory.htm

Education World's Black History on the Internet

- http://www.education-world.com/a_curr/curr056.shtml

Encyclopædia Britannica Guide to Black History

- http://blackhistory.eb.com/

The Faces of Science: African Americans in the Sciences

- http://www.princeton.edu/~mcbrown/display/faces.html

Globe Fearon Educational Publishing

- http://www.globefearon.com

Harlem, 1900–1940: An African-American Community

- http://www.si.umich.edu/CHICO/Harlem/

National Association of African-American Studies

- http://www.naaas.org/

National Center for History in the Schools

- http://www.sscnet.ucla.edu/nchs/

Peoples Publishing Group

- http://www.authenticvoice.com/

Social Studies School Service

- http://www.socialstudies.com/c/@gM8Ind1haewgU/Pages/blackhistory.html

South Carolina African-American History Online

- http://www.scafam-hist.org/

Teaching about African Americans

- http://www.cobblestonepub.com/pages/AfricanUSHist.html

Virginia Black History Archives

- http://www.library.vcu.edu/jbc/speccoll/vbha/vbha.html

Web Pages Containing Black History Lesson Plans

- http://www.i-55.com/lynnfleming/winterlessons/BlackHistoryLPlans.htm

Instructional Television Resources

The following text is taken from *2002–03 Instructional Television Resources,* published by the South Carolina Department of Education and South Carolina ETV.

The Africans

Grades 9–12
Hailed as stimulating, challenging, and superbly crafted, this journey into the soul of Africa is a poetic and political adventure, illustrated with stunning cinematography filmed on location in 16 African countries. This series asks hard questions as it examines the complexities of a continent influenced by its indigenous roots, Islam, and European Christianity. From the history of Egyptian pharaohs, matriarchal social systems, and the slave trade, to the contemporary political crises of post-colonialism, famine, and apartheid, the series examines African developments from the perspective of its triple heritage. Dr. Ali Mazrui is the host and writer of the series.

Black Excellence

Grades 5–12
Produced by "Ebony" and "Jet" magazines, this series presents three lessons about Black leaders Dr. James Comer, Marian Wright Edelman, and Lawrence Douglas Wilder; Black entrepreneurs John Johnson, Joshua Smith, and Oprah Winfrey; and Black entertainers Bill Cosby, Charles Dutton, and Maya Angelou. For catalog numbers and lesson lengths, go to www.itv.scetv.org/seriesinfo.

Black History Specials

Grades 3–12
Designed for use in February, these programs come from other ITV series, PBS programming, and SCETV specials. Special teleconferences and programs related to the observance of Black History Month will also be included in this series; additional schedules and rights will be announced as other programs are added. For catalog numbers and lesson lengths, go to www.itv.scetv.org/seriesinfo.

The Middle Passage Voyage

Grades 5–10
Captain Bill Pinkney invites students to come along on his extraordinary trip retracing the original slave trade route from Africa to the Americas. This series is an unprecedented project that explores the music, history, and culture that African slaves brought to the Americas. The first program focuses on Captain Pinkney, who is an excellent role model. Having grown up in inner-city Chicago and worked as an executive in New York, he was the first African American to sail around the world. The second program takes students aboard the ship for the 3,700-mile journey across the Atlantic to the Americas. The last program highlights the entire voyage and its culmination in Charleston, South Carolina.

The Palmetto Special

Grade 8

Using site visitations, dramatizations, interviews, visuals, and historic photographs and illustrations, this series explores South Carolina history. Produced by Daniel H. Pipes, the series not only teaches students the history of South Carolina, but helps them appreciate their state. For catalog numbers and lesson lengths, go to www.itv.scetv.org/seriesinfo.

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